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ABSTRACT

First year planning and implementation of the Portland (Oregon) Partial Immersion Program in Spanish--an elementary magnet program providing a total language experience in a multi-cultural setting--were assessed. The program uses both Spanish and English to instruct students; half of the instructional day is conducted in each language. The program's current status was assessed in terms of program planning, student selection, parent support, student attrition, and student outcomes. In all, 102 kindergartners and first graders participated (57 city-wide, 24 in Ainsworth, and 21 Hispanic). Interviews and questionnaires were used to gather information from these students and their families, with responses from 82 families. Achievement was measured for first graders by the Iowa Test of Basic Skills. Classroom observation determined proficiency in Spanish. Major findings were: (1) the program was successfully planned and implemented; (2) it kept within its guidelines for participation by students from different population groups; (3) the level of student attrition was low and did not pose a problem for student learning or program operations; (4) parents supported the program and school activities; (5) achievement in English acquisition was below peers on the national test, but consistent with a lag found in other immersion programs; and (6) Spanish proficiency improved as expected. Nine data tables are provided. Sample classroom schedules, the evaluation plan, the parent survey, and the observation instrument are appended. (SLD)

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1987-1988

EVALUATION REPORT

SPANISH PARTIAL IMMERSION PROGRAM

by David Leitner

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
W. Hathaway, Director

September 1988

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SPANISH PARTIAL IMMERSION PROGRAM

1987-88

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September, 1988

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Administrative Summary

Spanish Partial Immersion Program

This is a report on the first year of the Partial Immersion Program in Spanish, an elementary magnet program in the foreign languages that provides pupils a total language experience in a multi-cultural setting. The underlying concept behind immersion programs is that students more easily learn a second language when the foreign language is used to teach other subject areas to students rather than teaching the foreign language as a separate subject. The major goal of the program is bilingual fluency for all participants.

The purpose of the study is to assess the program in terms of planning and implementation. Specifically, the report addresses questions dealing with the current status of the program in terms of program planning, student selection, parent support, student attrition and student outcomes. Six types of data gathering activities - interviews, document analysis, survey questionnaires, test data analysis, classroom observations and literature review - sought answers to the questions.

The findings suggest six major conclusions. First, the program was successfully planned and implemented. The program's planning team followed the necessary steps in the planning cycle when developing the program. Second, the program stayed within guidelines that it set for the participation of students from different population groups. Third, the level of student attrition was low and did not pose a problem for student learning or program operations. Fourth, parents of program students supported both program and school activities. Fifth, although the achievement of program students in English language acquisition was below their peers on a commercial publisher's normed test in reading and vocabulary, it was consistent with the results found by other immersion programs which report a temporary "lag" in the students' primary language development. Finally, the proficiency of program students in Spanish improved considerably during the year. Students are able to understand and speak Spanish consistent with what might be expected of students at this point in time.

RECOMMENDATIONS

The following recommendation were proferred for consideration. It is recommended that the Spanish Partial Immersion Program be continued and expanded as planned, and:

1. The program set annual expectations for student learning and progress in Spanish language proficiency.

2. The program continue to monitor student progress at least annually in both English and Spanish languages achievement.

3. The program develop more extensive assessment procedures for incoming kindergarten students in order to minimize student attrition.

4. The program identify and maintain a student data base to keep the following information on project students: entry date. leave date, sex, ethnicity and population identity (i.e., general PPS, Ainsworth and Hispanic background).

5. The program develop guidelines and procedures to transition new students into the program as space becomes available due to student attrition. This becomes increasingly important as the project experiences additional student attrition over the years.

6. The program develop student selection procedures that ensure equal representation of students by sex and ethnicity.

7. The program continue to obtain instructional materials in Spanish that fit the district's curriculum.

8. The program assess the achievement of project students on the Portland Achievement Levels Tests when students begin to take the tests.

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INTRODUCTION

The Partial Immersion Program in Spanish is an elementary magnet program in the foreign languages that provides pupils a total language experience in a multi-cultural setting. Foreign language immersion programs are a relatively new innovation, beginning in the 1970's in Canada, in teaching foreign languages to students. It is distinguished from the traditional approach to teaching foreign languages where the second language is taught as a separate subject with emphasis on explicit teaching of the formal rules of the language. The underlying concept behind immersion programs is that students more easily learn a second language when the second language is the medium of instruction and learning, not the message. Thus, the foreign language is not taught as a separate subject, but rather the foreign language is used to teach other subject areas to students. It allows students to use the second language in everyday activities to convey thoughts, feelings, needs and wants just as students use their native language. It also allows students to develop a greater understanding of the culture of the second language.

The immersion program in Portland is called a partial immersion program because both Spanish and English are used to instruct students, half of the instructional day in each language. It differs from a full immersion program where students are "immersed" in the same foreign language for the entire school day. A partial immersion program was selected in favor of a full

immersion program in order to serve as a two-way immersion that meets the needs of both the English-speaking and Hispanic background students in the community. Thus, the English-speaking students receive foreign language instruction within the school setting and the Hispanic background students benefit from the opportunity to maintain their cultural heritage. The major goal of the program is bilingual fluency for all participants. It is also expected that students will develop a greater understanding of the culture of the second language.

PROGRAM DESCRIPTION

The Portland Spanish Partial Immersion Program is in its first year as an elementary foreign language magnet program. It is located at Ainsworth School and serves approximately 100 students in grades K and 1, two classes per grade-level. The proposal calls for adding 50 students and one grade-level each year for the next four years until the program is operating from grades K through 5. Currently, four teachers (two Spanish-speaking and two English-speaking) and two instructional aides who assist the Spanish portion of the program provide instruction to program students. The two Spanish-speaking teachers and the instructional aides are native or near-native speakers. The two Spanish-speaking and two English-speaking teachers work closely with each other to ensure that students receive a consistent educational experience.

The instructional day is divided into two half-days; students receive one half-day of instruction in Spanish and the second half-day of instruction in English. In the Spanish portion of the day, students receive oral language arts, math, some science and a majority of the social studies instruction while reading, and some science, social studies and language arts are taught in the English portion of the day. The morning session is from 8:45 a.m. through 11:30 a.m. and students spend 30 minutes every day in either physical education, music or library skills; all of which are always taught in English. The afternoon session is from 11:30 a.m. to 2:40 p.m. with 45 minutes for lunch. For all practical purposes, the amount of available instructional time is equivalent for the morning and afternoon sessions. The schedule of activities was changed at mid-year so that students receiving Spanish instruction in the morning during the first half-year, received Spanish instruction in the afternoon session during the second half-year, and vice-versa. See Appendix A for a copy of a schedule and curriculum areas for one class at each grade-level.

According to the partial immersion program model, teachers and aides must speak only Spanish during the Spanish portion of the instructional day; the English language must not be used. The reason for the rule is that students will not try to understand Spanish and will fall back on using English if Spanish is not spoken consistently. Teachers and aides must follow and model the rule by speaking Spanish under all normal circumstances. Although the program originally intended to follow the model, there were

instances where students became so frustrated with being unable to understand what the instructor said that it jeopardized learning. Program instructional staff, with the approval of the Planning Team, decided they must identify instances where speaking Spanish was detrimental to student learning and resulted in student frustration. In these cases, teachers and aides decided to help the students understand what they said in Spanish by restating it in English. There were only a few instances during a day when teachers thought it was necessary to use English to promote student learning in Spanish. Staff reported there were more of these cases at the beginning than end of the school year and more cases in kindergarten than in first grade.

In almost all ways, the partial immersion classroom is similar to other district classrooms at that grade level. The curriculum for the classes is the same as other kindergarten and grade 1 classes and is based on the GOALS AND STANDARDS FOR THE EDUCATIONAL PROGRAMS OF PORTLAND PRIMARY GRADES, June 1980. Thus, the curriculum areas of the program include reading, math, language arts, science, social studies, physical education, music and library skills. Within each subject area, the district's Curriculum Continuums are followed. Instructional staff follow the same goals and the subgoals that district teachers follow in similarly graded classrooms. And, the regular district-adopted materials are used in the English portion of the program. Since Spanish versions of the texts are not available for some adoptions, second language materials consistent with district and program goals were used in

the Spanish portion of the program. Teachers also created many of their own instructional materials.

The appearance and instructional activities of the classrooms are also like other district classrooms. Of course, what makes an immersion classroom different from other classrooms is that the written and spoken language for half of the day is Spanish. In these classrooms, the bulletin boards have the names of the colors listed in Spanish, e.g., rojo, azu, etc., and many objects in the room have their Spanish name posted next to them e.g., teléfono, calendario. School rules are posted as Obedece las reglas de la escuela. (Obey school rules). More importantly, the teachers speak Spanish. For example, during one recent observation, a teacher was assessing if students learned to correctly recognize colors by having students identify other students by name based on color clues about the student. The teacher asked, "Estoy pensando en una persona que tiene pelo rubio, ojos cafés, es alto, tiene calcetines amarillos - ¿Quién es?" rather than, "I'm thinking of a person who has blonde hair, brown eyes, is tall, has yellow socks - who is it?" One student raised his hand and said, "John". And the teacher responded, "Sí". At the beginning of the year, few if any students understood the above sentence. However, as students understand more and more of what the teacher said, they respond with Spanish words, phrases and sentences.

EVALUATION QUESTIONS

The study sought to answer six evaluation questions which were identified from discussions with the Planning Team of the Spanish Partial Immersion Program. The six questions are:

1. What is the process for program planning and program implementation?

2. What is the composition of program students according to three population groups (Ainsworth attendance area, Hispanic background, and general PPS), grade, sex, and ethnicity as compared to (a) the expected population, and (b) the population that applied to the program?

3. What are the reasons and rate of student attrition, and how were new students selected?

4. To what extent do parents of program students (from different parts of the city) participate in school and program activities, i.e., visit the program, attend parent Spanish classes, attend PTA or LSAC meetings?

5. What is the achievement of students in English language acquisition?

6. To what extent do students demonstrate Spanish language acquisition?

METHOD

The evaluation of the Spanish Partial Immersion Program was undertaken at the request of the District Director of Curriculum, who is also a member of the Planning Team of the Spanish Partial Immersion Program. The evaluation report provides the Director of Curriculum, Planning Team, Portland Public School Board of

Education and other interested parties specific information on the evaluation questions. The results are expected to be useful to these decision makers as they determine the future directions of this program as well as other programs in the foreign languages.

The evaluation was planned to be primarily formative although some summative data were collected and are presented. Data collection methods were developed to answer each question in the most appropriate manner. As a result, six types of data gathering activities were used: interviews, document analysis, survey questionnaires, test data analysis, classroom observations and a review of the literature on immersion programs. The complete evaluation plan which includes evaluation questions, methods of data collection and the sources of the data is included in Appendix B.

RESULTS

The data are presented according to the six evaluation questions listed above. Each question is presented separately and is followed by the data for the question. The conclusions and recommendations are presented last.

Program Planning

Evaluation Question. What is the process for program planning and implementation?

The pilot program grew out of a request for a foreign language magnet program made to the Superintendent by parents from Ainsworth Elementary School. Initial program planning was the responsibility of the Director of Curriculum, Ainsworth principal, elementary curriculum coordinator and foreign language specialist from the Curriculum Department; all are members of the project's Planning Team. Their first major task was to gather information about existing foreign language immersion programs. They visited several immersion projects in other cities and reviewed research and descriptions of immersion programs. The information gathered from their observations, discussions and review of the literature enabled the team to develop an outline and structure for the foreign language magnet program. A proposal for the magnet program was written by members of the Planning Team and submitted to the PPS Board of Education where it was approved.

After the proposal was approved, responsibilities for project activities which were identified on a timeline in the proposal were assigned to members of the Planning Team. Key activities included:

* producing brochures regarding the program
* developing an application and application process
* notifying prospective parents about the program
* selecting students for the program

* recruiting and interviewing teachers

* helping develop an evaluation plan

The Planning Team met regularly in order to monitor program operations and respond to any problems/concerns and issues that arose. For example, one issue that the Planning Team reviewed extensively when planning the program began was the question whether reading should be taught during the Spanish portion of the instructional day. In addition, the team developed the plan to expand next year's program to grade 2.

The major responsibility for day-to-day program implementation and operations (e.g., selecting students, answering parent questions, overseeing class visitations) fell to the building level staff, i.e., Ainsworth Elementary School principal and program instructional staff. One of their responsibilities was to explain the program to the community. Building level staff held two evening parent meetings at the beginning of the school year in order to explain the program and answer any questions parents had regarding program operations and administration. One of their most important responsibilities was curriculum planning. They devoted a great deal of time to selecting and acquiring appropriate curriculum materials for the program. Although much of this work was done by the foreign language specialist, program teachers reported to work one week early in order to plan program activities as well as to purchase and prepare instructional materials. They continued to plan and develop instructional lessons and materials throughout the school year.

Student Population

Evaluation Question. What is the composition of program students according to three population groups (Ainsworth attendance area, Hispanic background, and general PPS), grade, sex, and ethnicity as compared to (a) the expected population, and (b) the population that applied to the program?

Initial enrollment was limited to 50 Kindergarten and 50 Grade 1 students (with each grade divided into two classes of 25). According to program plans, space in the program was allocated based on the following formula. Of the 50 slots per grade, 25 were allocated to the general PPS population, 15 were allocated to students in the Ainsworth attendance area and 10 were allocated to students with a Hispanic background (who were also from the general PPS population).

Application materials for the immersion program became available beginning in March, 1987, and applications were accepted until May 1, 1987. A total of 215 applications were received. Table 1 shows a breakdown of the applications by the three population groups: city-wide, Ainsworth and Hispanic background.

TABLE 1

Applications to the Partial Spanish Immersion Program
By Population Category

Grade	City-Wide	Ainsworth	Hispanic	TOTAL
K	65	21	21	107
1	76	13	19	108
TOTAL	141	34	40	215

The data show that there were twice as many applications as there were available slots in the program, with essentially an equal number of applications in Kindergarten (107) and in grade 1 (108). As expected, the majority of applications were received from the city-wide population; there were a few more applications from families of students with an Hispanic background than from Ainsworth families. The number of applications for each population group exceeded the number of available slots for each population except in grade 1, where there were 13 applications from students in the Ainsworth attendance area for 15 available slots. Since there were more applications than space available, a lottery was conducted in order to assign students to available slots. Based on the lottery, all students within each population and within each grade level were assigned a rank and placed on a rank list. The slots in the program were filled by rank position until all the slots were filled within each population. Since there were two fewer applications than available slots for the grade 1, Ainsworth population, two students were taken from the Hispanic and city-wide population rank lists to fill the slots, one from each group. The rank lists of students were maintained in order to select students to fill vacancies when slots became available due to student attrition. After all the available slots were filled, assessment information on selected students was reviewed.

Assessment information was gathered for all students who applied to the program. The purpose of the assessment procedures

was to identify those students who would not be well served by the program. The sending schools were contacted and copies of student cumulative folders were obtained for program students who previously attended a Portland Public school. Program students in Kindergarten who were new to Portland Public Schools, were administered the Early Screening Inventory (ESI), and students in grade 1 were administered a modified form of the ESI. Only one student was not selected to participate in the program based on the assessment information.

A total of 102 students participated in the program. Tables 2, 3 and 4 show the number of students by population category, sex and ethnicity, respectively. Table 2 shows there were 57 city-wide, 24 Ainsworth and 21 Hispanic students in the program. These numbers are slightly different than the proposed enrollment and application figures due to inconsistencies between student application materials and school registration materials reported by parents.

TABLE 2
Distribution of Immersion Students
by Population Category

Grade	City Wide	Ainsworth	Hispanic
K	28	14	8
1	29	10	13
Total	57	24	21

Table 3 shows that overall there were slightly more females (55) than males (47) in the program, however there were large

differences in the number of females and males at the two grade-levels. That is, there are substantially more females (31) than males (19) at grade K, but slightly more males (28) than females (24) at grade 1. No effort was made to balance the number of males and females in the program.

Table 3
Distribution of Immersion Students
by Sex

Grade	Male	Female
K	19	31
1	28	24
Total	47	55

Table 4 shows that approximately 70 percent of the project students were majority students and 30 percent were minority. Since the program specifically allocated space for students with an Hispanic background, over two-thirds of the minority population was Hispanic. This means that approximately 11 percent of the students were minority students with a non-hispanic background, just slightly below their representation in the total district population.

Table 4
Distribution of Immersion Students
by Ethnicity

Grade	Native American Indian	European American	African American	Asian American	Hispanic American
K	2	36	4	-	8
1	0	34	3	2	13
Total	2	70	7	2	21

Student Attrition

Evaluation Question. What are the reasons and rate of student attrition, and how were new students selected?

There were only 6 students (less than 6 percent) who left the program during the school year: five in kindergarten and one in grade 1. All six students left the program during the beginning of the school year, and it appeared that the general reason for the attrition was a lack of fit between the student and the program. Five students were removed from the program by their parents, and the parents of one student were counselled to withdraw their child from the program. Specifically, the reasons that parents gave for removing their children from the program included: the full-day kindergarten program was too long for the child (2), another program would be more appropriate for their child (2), the student's family moved out-of-state (1). Of the six students who left the program, three students were from the city-wide population, two from the Ainsworth population and one from the Hispanic population.

The vacancies in the program were filled with the next students who were on the rank list of students created from the lottery. Since there were more applications than available slots for the population categories, the program replaced the exited students with students who were from the respective population categories. The new students were able to transition into the classroom without much difficulty at this early point in the

program. However, the transition of new students into the program can pose a very real problem after the first year.

Parent Involvement

Evaluation Question. To what extent do parents of program students (from different parts of the city) participate in school and program activities, i.e., visit the program, attend parent Spanish classes, attend PTA or LSAC meetings?

Data on parent participation in school and program activities are available from four sources of information: attendance records from parent Spanish classes, minutes from school parent organization meetings, school records on the number of parent volunteer hours, and responses to a survey by parents of program students. Data are presented first for parent participation in school activities, followed by the data on parent participation in program activities. Finally, data are presented on parents' impressions of the program. It was not possible to identify the level of participation for each of the three populations from the data.

Data on parent participation in school activities include responses to a parent survey, the number of parent volunteer hours, and parent participation in school organizations. The survey was sent to all 102 families of program students, and 82 surveys (82%) were returned. The large number of returned surveys is an

indication in itself of parent concern and involvement. One question on the survey asked parents to indicate their participation in program and school activities. Table 5 shows the number and percent of parents who participated in specific program and school activities. Overall, the results indicate that parents were very involved and supportive of both program and school activities.

Table 5
Parent Participation
in Program and School Activities
N = 82

Activity	Number	Percent
Back-to-School Night	65	79%
Advisory Committee	9	82%
All School Picnic	38	46%
PTA	24	29%
New Parents Tea	23	28%
Parent/Teacher Conference	78	95%
Classroom Visit	68	83%

Data were collected on the number of hours that parents of program students volunteered to help in program and school activities. In all, parents volunteered a total of approximately 569 hours on school and program related activities. And, data from the survey suggest that a large percent of parents of program students contributed to the total number of volunteer hours. Based on information collected the parent survey, 60% of the parents who completed the survey volunteered in the program or in other school activities. The data generally show that the parents of program students were actively involved in school activities.

Data were collected on parent involvement in school parent organizations. At Ainsworth, this organization is the Local School Advisory Council (LSAC) which meets monthly. The minutes from these meetings were reviewed and they indicate that several parents of program students were members of the committee and that several other parents typically attended the monthly meetings. The Partial Immersion Program was discussed several times at the meetings. Specifically, the LSAC had questions about the program that were similar to the evaluation questions contained in this report, e.g., the acquisition of the English language for program students. These questions were answered where data were available.

Data on parent participation in program activities were mainly obtained from parent involvement in parent Spanish classes. Weekly evening Spanish classes were held for parents of project students from October 1987, through May 1988, a total of 24 sessions. The purpose of the classes was to provide parents a limited foreign language experience which would support the use of Spanish in the home. Table 6 shows the number of parents who participated in the evening Spanish classes each week. The data indicate that interest and attendance were very high for the first six weeks. The number dropped to 15-20 parents who attended class as regularly for the next six weeks. Finally, approximately 12 to 15 parents attended regularly during the last 12 weeks. The overall participation of parents in specific program activities as indicated by participation in the evening Spanish class must be characterized

as very good given the time and commitment necessary for parents to participate.

Table 6
Parent Participation at Weekly Evening Spanish Classes

Week	Number of Parents	Week	Number of Parents	Week	Number of Parents
1	74	9	30	17	12
2	53	10	19	18	14
3	49	11	16	19	11
4	59	12	17	20	13
5	50	13	18	21	12
6	43	14	15	22	12
7	19	15	14	23	13
8	29	16	14	24	12

Finally, in addition to the information gathered by the survey displayed in Table 5, the survey asked parents their impressions of the program. (See Appendix C for a copy and results of the survey). Overall, the results indicate that the parents are very satisfied with the basic skills and other components (e.g., PE and Music) of the program, and believe that their children are learning Spanish. Parents are very optimistic that their children will be bilingual by the end of the grade 5. Moreover, parents think that the children are very comfortable about being in the program and are very happy to attend school. Taken together, the data indicate that parents appear to very satisfied with the program.

Student Achievement - English

Evaluation Question. What is the achievement of students in English language acquisition?

Achievement in English language acquisition for Grade 1 students was measured by Fall and Spring administrations of the Iowa Test of Basic Skills (ITBS)[1]. Table 7 shows a summary of the Fall, Spring and gain scores of the 48 students in grade 1 who had both Fall and Spring test scores in the three skill areas that were tested: vocabulary, reading, and mathematics.

TABLE 7

Achievement Gains of Program Students
as Measured By the ITBS, N=48

	FALL		SPRING		GAIN	
SKILL AREA	NCE	PERCENTILE	NCE	PERCENTILE	NCE	PERCENTILE
Vocabulary	70	83	59	67	-11	-16
Reading	57	63	48	46	- 9	-17
Mathematics	66	78	68	80	2	2

The results indicate that, on the average, program students began the school year considerably above the average of the publisher's normed sample (national average)[2] in the three skill areas as expressed by NCE and percentile scores. In Spring, students were still above the national average in vocabulary and math, but were within the national average range in reading. The gain scores show

that program students made a larger gain than the national average in mathematics, but made smaller gains in vocabulary and reading.

The smaller gains in reading and vocabulary are consistent with the results from other partial immersion programs (McLaughlin, 1978; Cummins, 1983; Swain, 1983) where initial "lags" in the development of first language skills of program students were noted. The research literature suggests that partial immersion programs may cause initial confusion as students attempt to develop linguistic skills in two languages concurrently. However, while the program model appears to be somewhat detrimental to the initial development of first language skills, the research reports that the effect is temporary. Students, typically, do make-up the lag in English proficiency that they experience in the first couple years in partial immersion programs. The fact that project students made math gains that are consistent with the national average supports the contention that the "lag" in English language acquisition is due to the confusion that students are experiencing as a result of learning two languages concurrently rather than as a result of program deficiencies. Thus, the results on English language acquisition are consistent with the results of other partial foreign language immersion programs.

Spanish Language Acquisition

Evaluation Question. To what extent do students demonstrate Spanish language acquisition?

Student acquisition of the Spanish language was assessed from observations of teacher-student interactions in January and May, 1988, by the foreign language specialist in the Curriculum Department. No observations were made at the beginning of the year because it was assumed that students, other than students of Hispanic background, had no previous proficiency in Spanish. Three observation were scheduled for each of the four classes: a total of 12 observations each in January and May. Each observation was scheduled for 30 minutes or until 25 teacher-student interactions were observed. See Appendix D for a copy of the observation instrument.

The object of the observations was to record student responses to the Spanish language spoken by the teacher. Several guidelines were used to facilitate data collection and interpretation: (1) Only student responses to teacher-student interactions were recorded; (2) Group responses to teacher directions and student-student interactions were not recorded; (3) Non-verbal student responses to teacher questions and statements were recorded; and (4) Non-verbal student responses were recorded only if the student was not prompted from either the teacher or another student about how to respond. The purpose was to assess the students' Spanish language proficiency as he/she was inclined to use it without urging.

Student responses were divided into verbal or non-verbal responses. Verbal responses were further categorized into words, phrases and sentences. Next, each response was coded whether the response was English, Spanish or a combination of English and Spanish. Finally, the quality of each student's response was coded on a five point scale from 1 = not understandable, to 5 = appropriate and correct. Non-verbal responses were always coded as Spanish if the student responded appropriately indicating that the student understood the teacher, and they were coded as English if the student's response was incorrect indicating that the student did not understand the teacher.

Tables 8 and 9 show a summary of the student-teacher interactions during Winter and Spring for Kindergarten and Grade 1 students, respectively. In general, the data are consistent with the expectation for students at this point in time. The data from Spring indicate that students understood most of the Spanish spoken to them and could often respond in Spanish words, phrases and sentences. In fact, almost half of their responses were in Spanish. The majority of the Spanish responses were either non-verbal or single-word responses. And, the quality of the Spanish responses were appropriate and correct, which indicated that the students understood what the teacher said, and then responded correctly either verbally or non-verbally. The other half of the students' responses were in English. The quality of the English responses was also appropriate and correct, which means that although the students responded in English, they understood the teacher's spoken Spanish. For the

TABLE 8

Frequency and Quality of Kindergarten Responses
In Student-Teacher Interactions, N=151
Winter-1987

	Non-Verbal		Words		Phrases		Sentences		Total	
	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.
English	0	.0	12	5.0	6	4.7	65	5.0	83	5.0
Spanish	22	5.0	29	5.0	2	4.0	2	4.5	55	4.9
Combination	5	3.0	2	3.9	1	3.0	3	3.4	13	3.2
Total/Mean	27	4.6	43	4.9	9	4.4	72	4.9	151	4.8

Frequency and Quality of Kindergarten Responses
In Student-Teacher Interactions, N=150
Spring-1988

	Non-Verbal		Words		Phrases		Sentences		Total	
	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.
English	0	.0	11	4.9	10	4.9	72	5.0	93	5.0
Spanish	19	5.0	20	4.7	7	4.4	2	5.0	48	4.8
Combination	0	.0	0	.0	1	2.0	8	2.5	9	2.4
Total/Mean	19	.0	31	4.7	18	4.6	82	4.7	150	4.7

TABLE 9

Frequency and Quality of Grade 1 Responses
In Student-Teacher Interactions, N=150
Winter-1987

	Non-Verbal		Words		Phrases		Sentences		Total	
	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.
English	0	.0	10	4.9	5	5.0	39	4.8	54	4.8
Spanish	35	4.8	35	4.9	15	5.0	3	5.0	88	4.9
Combination	0	.0	0	.0	3	3.0	5	3.2	8	3.1
Total/Mean	35	4.8	45	4.9	23	4.7	47	4.6	150	4.8

Frequency and Quality of Grade 1 Responses
In Student-Teacher Interactions, N=150
Spring-1988

	Non-Verbal		Words		Phrases		Sentences		Total	
	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.	Freq.	Qual.
English	0	.0	14	5.0	9	5.0	36	5.0	59	5.0
Spanish	17	5.0	40	4.8	16	4.6	9	5.0	82	4.8
Combination	0	.0	0	.0	2	3.0	7	3.1	9	3.1
Total/Mean	17	5.0	54	4.9	27	4.6	52	4.8	150	4.8

* See text for explanation of the limitations of the data collection procedures.

most part, the results from Spring indicate that students understood what the teachers were saying in Spanish and began to respond in Spanish, but mostly in selected single words and phrases. If the assumption that very few, if any, students understood or spoke Spanish at the beginning of the school year is correct, it is apparent that a considerable increase in Spanish language proficiency was made.

A comparison of student responses from Winter and Spring, however, shows what appears to be conflicting results. On the one hand, students had fewer non-verbal and more verbal responses (words, phases and sentences) in Spring than in Winter as one might expect. On the other hand, students responded more in English and less in Spanish in Spring than in Winter, when the opposite would be expected. Finally, the quality of student responses did not increase from Winter to Spring. At first glance, the results suggest that Spanish acquisition did not improve from Winter to Spring, however, there were limitations in the data collection technique. First, the quality ratings of student responses in Winter was already near 5.0, or as high as the ratings could get. Thus, there was no room for improvement in the quality of the responses. Second, the observer reported that not only did the complexity of the students' Spanish increase but the difficulty of the teachers' Spanish also increased from Winter to Spring. Thus, students were responding using more advanced levels of Spanish and understanding more advanced levels in Spring than Winter. This increase in complexity can not be reflected in the data. What appear to be negative results are due to the

shortcomings in data collection procedures. Overall, it appears that students made progress in Spanish language acquisition with what might be expected of students at this time.

There are differences between the responses of kindergarten and grade 1 students, and the differences are in the expected direction. That is, Grade 1 students gave more Spanish than English responses while Kindergarten students gave more English than Spanish responses. In addition, a larger percent of grade 1 student responses were phrases and sentences whereas kindergarten students responses were more single words or non-verbal. The quality of both responses for both groups were similar.

CONCLUSIONS

In order to place the evaluation report in perspective, I want to point out that this is the first year of an innovative program which has an overall long term rather than short term goal. At this early date, then, the evaluation report is primarily formative even though the program can not be completely evaluated without summative data. The program should be assessed at a later date to determine its long term effects.

1. The Spanish Partial Immersion Program was successfully planned and implemented. The Planning Team should be commended for its efforts in following a planning cycle: reading the research literature, reviewing program alternatives, selecting the best program parameters for Portland, planning the curriculum, purchasing appropriate program materials, implementing the program, responding to issues during program operations, and conducting a program evaluation. The program will serve as a model for future immersion projects in the district.

2. The composition of the student population in the program was within the guidelines that the project set for participation of students from three populations: Ainsworth attendance area, city-wide and Hispanic background. In addition, the population was fairly equally represented by sex, and the percent of minority students in the program was close to district percents.

3. The level of student attrition was low and did not pose a problem for student learning or program operations. The few students who transitioned into the program after the beginning of the year were able to catch-up to other project students.

4. Parents of program students were actively involved in both program and school activities. Parents were satisfied with all components of the program and were pleased with the amount of progress that their children made in learning Spanish.

5. The achievement of project students in English language acquisition fell behind their peers on a commercial publisher's normed test in reading and vocabulary. However, the finding is consistent with the results found by other immersion programs which report a temporary lag in the students' primary language development. Thus, the results are consistent with what is expected of immersion program students. The achievement of project students in mathematics equalled their peers' growth on the publisher's normed test.

6. The proficiency of project students in Spanish improved considerably during the year. Students are able to understand and speak Spanish consistent with what might be expected of students at this point in time.

RECOMMENDATIONS

Given the unique structure, purpose and goals of an immersion program, my recommendations can not be based on a comparison of the Spanish Partial Immersion Program with other foreign language programs in the district. Rather, my recommendations must be based only on the merits of the program.

With this in mind, I recommend that the Spanish Partial Immersion Program be continued and expanded as planned, and:

1. The program set annual expectations for student learning and progress in Spanish language proficiency.

2. The program continue to monitor student progress at least annually in both English and Spanish languages achievement.

3. The program develop more extensive assessment procedures for incoming kindergarten students in order to minimize student attrition.

4. The program identify and maintain a student data base to keep the following information on project students: entry date. leave date, sex, ethnicity and population identity (i.e., general PPS, Ainsworth and Hispanic background).

5. The program develop guidelines and procedures to transition new students into the program as space becomes available due to student attrition. This becomes increasingly important as the project experiences additional student attrition over the years.

6. The program develop student selection procedures that ensure equal representation of students by sex and ethnicity.

7. The program continue to obtain instructional materials in Spanish that fit the district's curriculum.

8. The program assess the achievement of project students on the Portland Achievement Levels Tests when students begin to take the tests.

Appendix A
Kindergarten Spanish

	Min:	Monday	Tuesday	Wednesday	Thrusday	Friday
8:45-9:00	:15	Books - Table	Puzzles - Activities	Easles - using M.T.W.	Free Color. Child Direc	-House Play Activity
9:05-9:30	:25	Opening Calendar - Art	Songs or Counting Art	Finger Play 9:15-9:45 P.E.	- - - - - Review Learn Story Drama.	- - - - - Music Pict./word A
9:30-9:50	:20	Plan - Soc. St. Oral Lang. Visual Aide	of - M.T.W. Rthm.Clap. Sort/Class	Day - 9:15-9:45 P. E.	- - - - - M.T.W. Whole Group Concpt Est/graph.	- - - - - Health
9:55-10:35	:40	Art Related Activity M.T.W. Stations 10:40 snack	9:50-10:10 Library 10:15 snack	9:50-10:10 Calendar/ Picture Association 10:40 snack	9:50 Math Activities 10:35 Math Stations 10:25 snack	9:50 Art 10:20 Health related activities 10:25 snack
10:45-11:05	:20	Music	10:30 Body	-Movement	10:45 Body Movement	10:40-11:10 P.E.
11:10-11:25	:15	Body Movement Story Time	M.T.W. Act. or fantasy st.	Art Skills Ext. Act. Film Strip	11:05-11:25 Music	11:15-11:25 Story
11:30			Switch Groups			

Kindergarten English Immersion

	Min:	Monday	Tuesday	Wednesday	Thrusday	Friday
11:30-12:00	:30	roll call flag/song	roll call flag/song	roll call flag/song	roll call flag/song	roll call flag/song
12:00-12:45	:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:10	:25	Quiet Time	Quiet Time	Quiet Time	Quiet Time	Quiet Time
1:10-2:00	:50	Language arts story -	Language arts readiness-	Language arts art-	Language arts free -	Language arts choice
2:10-2:25	:15	P.E. outdoor-	P.E. play	P.E. -	P.E. -	P.E. -
2:25-2:40	:15	Together- dismissal	time - -	story - -	discuss - -	day -

Appendix A (continued)
First Grade English

	Min:	Monday	Tuesday	Wednesday	Thrusday	Friday
8:30-8:45	:15	SSR	Journal	SSR	Journal	SSR
8:45-9:00	:15	Opening Sharing	Sucess Patterning	Opening Anthology	Opening Anthology	Opening Anthology
9:00-9:30	:25	Sucess Phonics	Library	Sucess Phonics	Sucess Patterning	Sucess Phonics
9:30-9:40	:10	Read Aloud	Library	Reading Instruc.	Science	Reading Instruc.
9:40-10:05	:15	Music	SSR	Reading Instruc.	Music	Reading Instruc.
10:05-10:20	:15	Science	Science	Reading Instruc.	Science	Reading Instruc.
10:20-10:35	:15	Recess	Recess	Recess	Recess	Recess
10:35-11:00	:45	Reading Instru.	Reading Instru.	Science S.S.	Reading Instruc.	Science S.S.
11:00-11:30	:30	Reading Instru.	Reading Instru.	P.E.	Reading Instruc.	P.E.
11:30-11:35	:05		Switch Class			

First Grade Spanish Immersion

	Min:	Monday	Tuesday	Wednesday	Thrusday	Friday
11:35-12:00	:25	Structured Spanish	Structured Spanish	Structured Spanish	Structured Spanish	Structured Spanish
12:00-12:45	:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 - 1:10	:25	Health Math	Math	Numeral writing	Health Math	Math their Way
1:10 - 1:50	:45	Math their way	Math their way	Math their way	Math their Way	Art for Science
1:50 - 2:25	:35	Science or S.S.	Art Specialist	Science/S. art spec.	Science or S.S.	S.S. or Language
2:25 - 2:35	:10	Recess	Recess	Recess	Recess	Recess
2:35 - 2:40	:05	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss

APPENDIX B

PROGRAM EVALUATION COVER SHEET

Project Name: Partial Spanish Language Immersion Project

Client: Carlos Taylor

Evaluator: David Leitner

EVALUATION QUESTIONS

1. What is the process for program planning and program implementation?

2. What is the composition of the student population, i.e., resident, Hispanic, general PPS, grade, sex, ethnic, as compared to (a) the expected population, and (b) the population that applied to the program?

3. What are the reasons and rate of student attrition, and how were new students selected?

4. To what extent do parents of project students (from different parts of the city) participate in program activities, i.e., visit the program, attend parent Spanish classes, attend PTA or LSAC meetings?

5. What is the achievement of students in English language acquisition?

6. To what extent do students demonstrate proficiency in Spanish acquisition?

Interim Report: Yes X No ____ Date: April 18, 1988

Final Report: Yes X No ____ Date: July 1, 1988

Approved by:

Client: _____ Asst. Dir. _____

Notes: The above questions are the major ones posed for the project. More detailed questions are found in the accompanying document.

APPENDIX B (Continued)

EVALUATION PLAN FOR
THE ELEMENTARY FOREIGN LANGUAGE MAGNET PROGRAM AT
AINSWORTH ELEMENTARY SCHOOL

The evaluation of the program will be both formative and summative. During the first two years, the evaluation will be mainly formative because the program is a relatively recent innovation which is new to the district and school. Fortunately, student outcomes are expected to be long-term rather than short-term. As the program continues and as students progress through the grades, the need for formative information will diminish, while the need for and availability of outcome data will increase.

There are six major evaluation questions. Evaluation information will be collected on the six major questions to provide descriptions or data on four general areas: program planning and operations, student populations, parent involvement, and student outcomes. Each section includes: (1) at least one of the major evaluation questions (in bold print) as well as additional questions, (2) sources of information or data, and (3) the mode by which the descriptive information will be presented for reporting purposes.

Evaluation Questions	Sources of Information	Reporting Mode
I. Program Planning and Operations: What is the process of program plannnig and program operation?		
A. Rationale and Goals		
1. What are the general program goals and rationale?	A1-2. Review of program proposal and literature on file and to be collected.	A1-2. Narrative
2. How is this program distinguished from other foreign language programs?		
B. Program Management and Organization		
1. Where is the program located and what are the facilities like?	B1. Site visit	B1. Narrative
2. What is the source of funding and amount?	B2. Review of program proposal	B2. Narrative
3. How is the program managed (e.g., who, positions, FTE)?	B3. Interview with program administrator	B3. Narrative and figure
4. What were the preparations necessary to get the program started?	B4. Interview with program administrator	B4. Narrative
5. Were there any problems in the program administration?	B5. Interviews with program staff	B5. Narrative
C. Program Implementation		
1. What are the main variables (considerations), e.g., student groups, curriculums, schedule?	C1. Review of program proposal, records, and schedules	C1. Narrative and figure
2. To what extent was the program implemented as planned?	C2. Site visit with observation guide	C2. Narrative
3. Were there any problems in the program implementation, e.g., instructional material, equipment, scheduling?	C3. Interviews with program staff	C3. Narrative

EVALUATION PLAN

Evaluation Questions	Sources of Information	Reporting Mode
II. Student Population		
A. What is the composition of the student population, i.e., resident, Hispanic, general PPS, grade, sex, ethnic, as compared to (a) expected population, and (b) the population that applied for the program.	A. Review of program proposal, program records identified through Data Processing.	A. Tables and narrative
B. What are the rate and reasons for student attrition, and how are new students selected?	B. Program records kept by program personnel.	B. Tables and narrative

APPENDIX B (Continued)

EVALUATION PLAN

Evaluation Questions	Sources of Information	Reporting Mode
III. Parent Involvement		
A. To what extent do parents (from different parts of the city) participate in program activities, e.g., visit the program, attend parent Spanish classes, attend PTA or PAC meetings?	A. Compilations from actual counts or estimates from program records and administrator. To include Guest Book, attendance lists, and minutes of meetings.	A. Narrative
B. How were parents, resident and PPS, kept informed about the program?	B. Review of copies of communications and interview with administrator	B. Narrative
C. What were the parents' impressions of the program?	C. Responses to written survey (Modification of existing instrument)	C. Table and narrative

Evaluation Questions	Sources of Information	Reporting Mode
IV. Student Outcomes		
A. What is the achievement of students in English language acquisition?	A. Fall (Oct 23-Nov 6) and Spring (May 2-13) administrations of ITBS to grade 1 students.	A. Tables and narrative
B. To what extent do students demonstrate Spanish language acquisition?	B. Site visits and observations of classes (Instrument to be developed).	B. Narratives
C. To what extent do students demonstrate knowledge and understanding of the foreign culture?	C. Sources of information to be determined	C. To be determined

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APPENDIX C

PARTIAL SPANISH IMMERSION PROJECT
PARENT QUESTIONNAIRE

The purpose of this survey is to gather information from the parents of students in the Partial Spanish Immersion Program. We want to know what you think about the program. Your answers on this questionnaire are important: they will be reviewed and considered in program operations.

My Child is in Kindergarten 38 Grade 1 44 .

SCHOOL COMMUNICATIONS

1) Have you visited your child's classrooms this year during the school day? Yes 68 No 14

If Yes, what were your impressions? _____

2) Has the project's staff informed you about program activities during the year? Yes 81 No 1

Comments _____

3) What method(s) of school communication do you find most helpful? (Check all that apply).

70	Newsletters	64	Notes from the teachers
39	Teacher phone calls	30	Parent/student/staff activities.
3	Home visits	8	other _____
66	Parent/teacher conferences		

4) Which of these school functions did you attend this year?

65	Back-to-School Night	24	PTA Meetings
9	Advisory Committee	23	New Parents Tea
38	All-School Picnic	78	Parent/Teacher Conferences
50	Parent Spanish Classes	49	Volunteer
39	Other (specify) _____		

(OVER)

ACADEMIC PROGRAM

5) How satisfied are you with the progress that your child is making in learning the Spanish language?

Not Satisfied				Very Satisfied
0	5	11	28	36

6) How satisfied are you with the basic skills (reading, writing and math) program offered to your child?

Not Satisfied				Very Satisfied
2	3	14	22	38

7) How satisfied are you with the other components in the program (music, physical education, library skills).

Not Satisfied				Very Satisfied
0	0	10	30	38

8) How optimistic are you that your child will be bilingual by the end of the program (in Grade 5)?

Not optimistic				Very Optimistic
0	1	5	18	57

9) How comfortable do you think your child is about being in the Immersion Program?

Not comfortable				Very Comfortable
2	1	9	19	50

10) How happy do you think your child is about attending school?

Unhappy				Very Happy
0	0	13	26	42

11) Please add any comments you want regarding the Partial Spanish Immersion Program. _____

_____

_____

_____

_____

APPENDIX D

SPANISH IMMERSION PROJECT

Student Observation Form

Date: ____
Grade: ____

Interaction	Non-Verbal	Word	Phrase	Sentence	Quality
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Student Response
1 = English
2 = Spanish
3 = Combination

Quality of Communication
+ = Appropriate and correct.
v+ = Appropriate, not entirely correct.
v = Understandable.
v- = Difficult to understand.
- = Not understandable.

Footnotes

1. Students in Kindergarten were not tested since it is difficult to obtain a reliable estimate of English acquisition achievement for student at this age level.

2. The term "national average" is used here to refer to the average score of the sample population on which the tests norms are based.

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